DOCUMENT RESUME

ED 228 224 SP 022 110

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TITLE The Impact of Intermediate Practicum Students on Public Schools.
PUB DATE 2 Feb 83
NOTE 24p.; Paper presented at the Convention of the Association of Teacher Educators (Orlando, FL, February 3, 1983). Appendix B is marginally legible.
PUB TYPE Speeches/Conference Papers (150) -- Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Elementary Education; *Elementary School Teachers; Instructional Improvement; *Practicums; Preservice Teacher Education; Professional Development; Student Teacher Relationship; *Teacher Education Programs; Teacher Influence; Teacher Response; *Teaching Experience

ABSTRACT

The intermediate practicum student's impact on the instructional process, the supervising teacher, and the school as a whole was studied. One hundred twenty-five Georgia College intermediate education students were placed in elementary schools for their practicum, a full-time, 3-week period. Questionnaires were given to both students and supervising teachers following the practicum experience. Results show that when the practicum student was present: (1) Students received more help; (2) More small group work was utilized; (3) Student motivation increased; (4) Instructional activities changed; and (5) Teachers participated in more activities outside the classroom. Appendices include: the practicum student and teacher questionnaire and percentage response to particular questions on the questionnaire for both students and teachers. (JM)

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The Impact of Intermediate Practicum Students on Public Schools

A Paper Presented to:

The ATE Convention

February 2, 1983

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The Impact of Intermediate Practicum

Students on Public Schools

In the past, teacher preparation institutions depended largely upon campus laboratory schools to provide opportunities for future teachers to work directly with children. More recently the student teaching facet of teacher education programs has been moved to the public school setting with the assumption that both the public school and the student teacher would profit from the relationship. Research studies have tended to confirm this assumption. Since student teaching in the public school was of benefit to both student and teacher, it was assumed that early field experience would also be beneficial to both. During the last fifteen years, there has been an increasing emphasis on the development of field based components in most undergraduate teacher education programs. This emphasis, brought about by the CBE programs throughout the United States, has a greater variety of activities both in time and perspective. All, however, have focused on the impact this experience would have on the prospective teacher. To be exposed to the realities of instruction, discipline, planning, grading, etc. would certainly enhance a students understanding of the realities of the teaching profession.

However noble and valid this "reality theory" might be, it is important to examine the impact these prospective teachers have on the schools in which they are placed. While there has been considerable research dealing with the impact of the student teachers on the public schools, there is little information available on the influence of the early practicum students on the learning process in the classroom.

A more recent study of a short practicum experiences (Bartos, Souter, 1931) indicated that those students involved did have a positive influence on the public schools in which they were placed.

Information from a recent survey (Bartos and Souter, 1981) indicated over fifty percent of the introductory courses taught at teacher training institutions throughout the Southeastern United States include some type of field (practicum) experience. These practicums appear to be of three major types: (1) the first involves students visiting a school and interviewing one or more teachers, administrators, or students; (2) the second involves students visiting classrooms for the purpose of observing with no active participation; (3) the third calls for students to actively assist the teacher in

different ways. The amount of time the student is involved with the school itself would vary from as little as one hour for the first type to over fifty hours for the third type.

PURPOSE

This study sought to determine the perceived impact intermediate practicum students involved in a type three program had on the instructional process, the supervising teacher, and the school as a whole. (An intermediate practicum student is defined as being one who is in his/her advanced professional education courses, participating in the public schools full time for a three week period of time.) More specifically the study sought to determine:

1. If intermediate practicum students helped to an enriched learning environment for public schools.
2. If the presence of practicum students allows teachers to participate in other professional activities.
3. If students receive more individualized instruction because of the presence of the practicum students.
4. If instructional activities were altered because of the presence of the practicum students.
5. What impact practicum students had on the school other than classroom activities.

POPULATION

The population for this study consisted of all students in the advanced classes in education at Georgia College and their supervising teachers during the 1980-1981 school year. The total number of students involved was 125 while the total number of supervising teachers was 31. All students were placed in elementary (1-8) schools for their practicums. These students were in the schools full time for a three week period, making a total of approximately 100 hours for each practicum.

Teachers in the public schools responsible for supervising the practicum students were given this description of the practicum:

> The students who are a part of Sequence I have completed EFS 204 (Introduction to Education) and are enrolled in THE CHILD IN THE EDUCATIVE PROCESS, LANGUAGE ARTS, AND MEDIA. The names of the courses indicate the nature of the content and experiences being dealt with on campus and the areas the students should involve themselves with in the classroom.
>
> The practicum participants should be observant of the interactions between pupils and school personnel, the developmental characteristics of pupils, and the communications and experiences a classroom offers. They will also be testing their ability to

relate to children and the children's needs.

Specifically, we hope that each student will prepare a child study of one pupil, prepare a story of sharing, direct at least one listening skill, and assist a pupil or pupils in written self-expression.

If appropriate and agreeable, participants may gather data and prepare a group study such as a sociogram, three wishes, or self-portraits. They also should be able to write material on the board, read stories, teach poems, and make puppets.

Undergraduate practicum programs in the School of Education, are designed to give students an opportunity to experience teaching on various levels of involvement, to implement skills and knowledge obtained in education courses, and to assist classroom teachers in their daily activities.

INSTRUMENT

The questionnaire developed for this study was formulated from the instruments used in two studies of the impact of student teaching on public schools: "The Impact of Student Teaching Programs Upon the Cooperating Public Schools in Michigan," conducted by Deans and Directors of Teacher Education in Michigan, June 1970; and a similar study, "Student Teaching in Indiana," conducted by the Steering Committee for Indiana Student Teacher Survey, 1974.

PROCEDURE

The questionnaire for students was administered as soon as the students completed their practicum assignment. Teachers were not asked to complete their questionnaire until all students for the year had completed their practicum. Some teachers had one student, others had two or more.

ANALYSIS OF DATA

All data was processed with the aid of the Georgia College Computer Center and a special program written by Thomas Jerome Scott of the Georgia College Mathematics Department. The program produced a table for each of the descriptors in the first five questions, giving the percent of responses to each option for questions six through forty-three. This resulted in nineteen tables for the student data and fifteen tables for the teacher data.

For the purpose of this report only the tables for the total group of teachers and the total group of students are included. A copy of the student questionnaire and a copy of the teacher questionnaire is attached.

The number of students selecting each option is given in questions one through five . The percent of students and

the percent of teachers selecting the options is given for questions six through forty-three. Following the student questionnaire is a copy of the teacher questionnaire with the number of teachers selecting each option for questions one through five. Two tables giving the response of students and teachers are also given in the appendix. Additional tables can be made available to interested persons for each of the options to questions one through five for both students and teachers.

For the purpose of this study an enriched learning environment is defined as consisting of such items as pupils receiving more individual attention, more small group work, and pupils being more motivated. Five questions on the questionnaire were concerned with this area.

When practicum students were in the classroom, individual pupils receive more individual help from both teachers and students. Teachers also indicated that pupils received more individual attention, more small group work was made available, and the motivation of pupils was more evident.

Approximately one-half of the teachers believe they were able to participate in professional activities outside the classroom as a result of having practicum students in their classroom. One-third of the teachers indicated they had an opportunity to visit other classrooms, do community work, and participate in research activities. Approximately one-half had more time for professional reading and to work with other staff or department members.

Four items on the questionnaire related to the change in the amount of individual attention pupils received as a result of the presence of practicum students in the classroom. One of the items indicated pupils received more individual attention from teachers. A second item indicated practicum students also gave individual attention to pupils. In a third item teachers stated that conferences with practicum students seldom took away from individual work with pupils.

In the fourth item ninety percent of the teachers indicated pupils received more individual attention with practicum students in the classroom.

Instructional activities in such areas as small group instruction, individual attention, and tutoring of individual pupils was increased while activities such as teaching the total group and lesson planning did not change.

About one-half of the teachers stated time was used for helping practicum students prepare and evaluate learning activities. The overall conclusion was that while teachers use some time to confer with practicum students, it was not an excessive amount.

SUMMARY OF DATA

A summary of the findings of this study are as follows:

1. Individual students received more help when the practicum student was present.
2. More small group work was utilized when the practicum student was present.
3. The practicum student increased the motivation of pupils.
4. Instructional activities, such as individual attention and small group work, changed when the practicum student was present.
5. Teachers participated in more activities outside of the classroom when practicum students were present.
6. The presence of practicum students and the need to confer with them did not reduce the amount of time given to the instructional process.

CONCLUSIONS

The data collected indicate a positive relationship to the use of practicum students. Using the definition of enriched learning environment as indicated previously, we can conclude that the practicum student does have a positive impact on the school in which he is working. Both the instructional process and the attitudes of the pupils are generally improved as a result of the use of practicum students. When practicum students are present in the classroom teachers have an opportunity to participate in activities for additional professional growth. It has been assumed that the school situation has always made an impact on the student. However, public and private schools need to be aware of the positive impact practicum students can have on the teacher-pupil relationship. Public and private schools should encourage cooperation with colleges and universities. It benefits both the practicum student as well as the school.

APPENDIX A

PRACTICUM STUDENT QUESTIONNAIRE

PRACTICUM TEACHER QUESTIONNAIRE

For questions one through five on the Student questionnaire is given the number of students giving each response. For questions six through forty-three the percent of students giving each response is given on the left and the percent of teachers giving the response is given on the right.

For questions one through five on the Teacher questionnaire is given the number of teachers giving each response.

PRACTICUM TEACHER QUESTIONNAIRE

1. How many Practicum students have you worked with?

2	1. one
7	2. 2 or 3
22	3. more than 3

2. What is your sex?

0	1. Male
31	2. Female

3. Number of years teaching experience

1	1. 0-2 years
9	2. 3-6 years
21	3. more than 6 years

4. Are you teaching in field?

31	1. yes
0	2. no

5. Which of the following best describe your teaching assignment?

21	1. K-4
10	2. 4-8
0	3. special education
0	4. other (i.e. music, art, library, etc.)

QUESTIONS 6 - 9

Deal with any changes in individualized instruction provided for the pupils which may have resulted from presence of the college student.

6. To what extent did the college students work with (e.g., instruct, counsel, tutor) individual pupils?
   1. Everyday
   2. At least 3 days per week
   3. One to three days per week
   4. Not at all

7. To what extent did you work with individual pupils as compared to when you do not have a Practicum student?
   1. Much more than usual
   2. Somewhat more than usual
   3. About the same as usual
   4. Somewhat less than usual
   5. Much less than usual

8. To what extent did conferences with the college student take away from individual work with pupils?
   1. Frequently
   2. Sometimes
   3. Seldom
   4. Never

9. To what extent was re-teaching necessary after the college student taught?
   1. Frequently
   2. Sometimes
   3. Seldom
   4. Never
   5. Does not apply

QUESTIONS 10-15

To what extent were any of the following instructional activities for the pupils in your class changed because of the presence of a college student?

10. Amount of small group instruction.
    1. Much more
    2. Somewhat better
    3. No change
    4. Somewhat less
    5. Much less

11. Follow-up exams.
    1. Much better
    2. Somewhat better
    3. No change
    4. Somewhat poorer
    5. Much poorer

12. Individual attention to, or tutoring of pupils.
    1. Much more
    2. Somewhat more
    3. No change
    4. Somewhat less
    5. Much less

13. Amount of material covered.
    1. Much more
    2. Somewhat more
    3. No change
    4. Somewhat less
    5. Much less

14. Discipline.
    1. Much better
    2. Somewhat better
    3. No change
    4. Somewhat poorer
    5. Much poorer

15. Motivation of pupils.
    1. Much better
    2. Somewhat better
    3. No change
    4. Somewhat poorer
    5. Much poorer

QUESTIONS 16-21

Deal with the contributions the college student may have made to the school program. Did the college student make any specific contributions to the school, pupils, or teachers, such as:

16. Supervise youth groups in meetings, programs, trips, tours, etc?
    1. Often
    2. Sometimes
    3. No

17. Perform recess, lunch, gymnasium, playground or hall duty?
    1. Often
    2. Sometimes
    3. No

18. Did the college student bring, develop, provide, or suggest any new or different instructional materials?
    1. A great many
    2. Some
    3. No

19. Did you make use of contributions made by the college student?
    1. They were used
    2. They were not used

20. How many hours per week on the average did the college student teach your assigned classes?
    1. Less than an hour a week
    2. One to five hours per week
    3. Six to ten hours per week
    4. He/she did not teach at all

21. How many hours per week on the average were you able to be away from the classroom while the college student was teaching your assigned classes?
    1. Less than one
    2. One to five
    3. Six to ten
    4. Not at all

QUESTIONS 22-28

To what extent did you engage in any of the following additional activities during the time the college student was teaching your assigned classes?

22. Visitation in other classrooms or schools.
    1. A great deal
    2. To some extent
    3. Not at all

23. Committee work in the school with pupils and/or staff.
    1. A great deal
    2. To some extent
    3. Not at all

24. Research.
    1. A great deal
    2. To some extent
    3. Not at all

25. Professional reading or writing.
    1. A great deal
    2. To some extent
    3. Not at all

26. Work with staff of school or department.
    1. A great deal
    2. To some extent
    3. Not at all

27. Participating in supervision teacher seminars or other in-service activities dealing with Practicum.
    1. A great deal
    2. To some extent
    3. Not at all

28. Assisting the principal or other teachers.
    1. A great deal
    2. To some extent
    3. Not at all

QUESTIONS 29-32

To what extent was the time you spent on the following activities changed because of the presence of the college student.

29. Teaching.
    1. Increased a great deal
    2. Increased to some extent
    3. Remained about the same
    4. Reduced to some extent
    5. Reduced a great deal

30. Lesson Planning.
    1. Increased a great deal
    2. Increased to some extent
    3. Remained about the same
    4. Reduced to some extent
    5. Reduced a great deal

31. Paper grading.
    1. Increased a great deal
    2. Increased to some extent
    3. Remained about the same
    4. Reduced to some extent
    5. Reduced a great deal

32. Help to individual students.
    1. Increased a great deal
    2. Increased to some extent
    3. Remained about the same
    4. Reduced to some extent
    5. Reduced a great deal

QUESTIONS 33-37

To what extent did you engage in the following activities because of the presence of the college student.

33. Planning with college student.
    1. A great many extra hours
    2. Some extra hours
    3. No extra hours

34. Evaluating the college student's progress and activities.
    1. A great many extra hours
    2. Some extra hours
    3. No extra hours

35. Holding casual and/or personal conversations not really a part of Practicum
    1. A great many extra hours
    2. Some extra hours
    3. No extra hours

36. Making additional preparations for teaching
    1. A great many extra hours
    2. Some extra hours
    3. No extra hours

37. Holding telephone conversations or other conferences with the college student.
    1. A great many extra hours
    2. Some extra hours
    3. No extra hours

38. What effect has working with Practicum students had on the performance of your teaching?
    1. Has made me a much more effective teacher
    2. Has made me a more effective teacher
    3. Has had no effect on my teaching
    4. Has made me a less effective teacher
    5. Has made me a much less effective teacher
    6. I am unable to judge

39. What do you think is the attitude of the administration and teachers in your school about working with Practicum students?
    1. Agressively seeks
    2. Seek Practicum
    3. Accepts Practicum
    4. Resists Practicum
    5. I am unable to judge

40. What recommendation would you give your friends about accepting a Practicum student?
    1. Accept with enthusiasm
    2. Accept
    3. Be neutral
    4. Reject

41. How much has the college coordinator provided you?
    1. All the help I felt was necessary
    2. Most of the help I felt was needed
    3. Some of the help I felt I needed
    4. Little of the help I felt was needed
    5. No help at all

42. To what extent have you and/or other school personnel been helpful to the college student on matters not directly concerned with Practicum?
    1. We have gone out of our way to be helpful
    2. We have helped when asked
    3. We have not helped
    4. No such help was needed

43. Will you accept practicum students in the future?
    1. Yes
    2. Only if from more advance classes
    3. No, I have decided practicum students are a distraction
    4. No, for personal reasons
    5. No, for other reasons

PRACTICUM STUDENT QUESTIONNAIRE

All Responses on Left # 70
All Responses on Right # 31

1. Which of the following are you now?

57	1.	A Single Practicum Student
13	2.	A Married Practicum Student

2. What is your sex?

3	1.	Male
67	2.	Female

3. What is your overall college gradepoint average?

4	1.	Below 2.0
13	2.	2.0-2.5
23	3.	2.5-3.0
15	4.	3.0-3.5
14	5.	3.5-4.0

4. How old were you at the beginning of the Practicum assignment (contract)?

43	1.	21 years or under
9	2.	21 to 23
5	3.	23 to 25
13	4.	over 25

5. To what subject area or teaching field are you primarily preparing to teach in?

10	1.	Special Education
37	2.	Early Childhood
22	3.	Middle Grades
0	4.	Secondary Education
1	5.	I do not plan to teach

QUESTIONS 6-9

Deal with any changes in individualized instruction provided for the pupils which may have resulted from your presence.

6. To what extent did you work with (e.g., instruct, counsel, tutor) individual pupils?

74	1.	Everyday	55
11	2.	At least 3 days per week	29
10	3.	One to three days per week	16
4	4.	Not at all	0

7. To what extent did your supervising teacher work with individual pupils as compared to when she/he does not have a Practicum student?

6	1.	Much more than usual	26
9	2.	Somewhat more than usual	48
49	3.	About the same as usual	13
11	4.	Somewhat less than usual	10
9	5.	Much less than usual	0
17	6.	Don't know	0

8. To what extent did teacher conferences with you take away from individual work with pupils?

0	1.	Frequently	0
4	2.	Sometimes	16
39	3.	Seldom	52
53	4.	Never	32
3	5.	Don't know	

9. To what extent was re-teaching necessary after you taught?

1	1.	Frequently	6
13	2.	Sometimes	35
41	3.	Seldom	32
37	4.	Never	13
3	5.	Don't Know	
4	6.	Does not apply	13

QUESTIONS 10-15

To what extent were any of the following instructional activities for the pupils in your supervising teachers assigned classes changes because of your presence?

10. Amount of small group instruction.

20	1.	Much more	26
33	2.	Somewhat better	52
41	3.	No change	19
1	4.	Somewhat less	3
0	5.	Much less	0
4	6.	Don't know	

11. Follow-up of exams

6	1.	Much better	16
16	2.	Somewhat better	32
49	3.	No change	48
1	4.	Somewhat poorer	3
0	5.	Much poorer	0
26	6.	Don't know	

12. Individual attention to, or tutoring of pupils.

27	1.	Much more	32
46	2.	Somewaht more	58
14	3.	No change	6
4	4.	Somewhat less	0
0	5.	Much less	0
9	6.	Don't know	

13. Amount of material covered.

11	1.	Much more	6
29	2.	Somewhat more	42
53	3.	No change	39
3	4.	Somewhat less	13
0	5.	Much less	0
4	6.	Don't know	

14. Discipline.

1	1.	Much better	0
24	2.	Somewhat better	19
54	3.	No change	42
9	4.	Somewhat poorer	29
0	5.	Much poorer	10
11	6.	Don't know	

15. Motivation of pupils.

4	1.	Much better	10
64	2.	Somewhat better	48
21	3.	No change	29
1	4.	Somewhat poorer	10
0	5.	Much poorer	0
9	6.	Don't know	

QUESTIONS 16-21

Deal with the contributions you may have made to the school program. Did you make any specific contributions to the school, pupils, or teachers, such as:

16. Supervise youth groups in meetings, programs, trips, tours, etc?

9	1.	Often	13
33	2.	Sometimes	52
57	3.	No	35

17. Perform recess, lunch, gymnasium, playground or hall duty?

56	1.	Often	29
41	2.	Sometimes	58
3	3.	No	13

18. Did you bring, develop, provide, or suggest any new or different instructional materials?

14	1.	A great many	23
70	2.	Some	71
13	3.	No	6
3	4.	I am not sure	

19. How do you feel your contributions (previous question) were received?

83	1.	They were used	97
1	2.	They were not used	0
3	3.	I was discouraged from making such contributions	3--
11	4.	I really did not have much to offer	--

20. How many hours per week on the average did you teach your supervising teacher's assigned classes?

3	1.	Less than an hour a week	0
49	2.	One to five hours per week	58
49	3.	Six to ten hours per week	42
0	4.	I did not teach at all	

21. How many hours per week on the average was your supervising teacher able to be away from the classroom while you were teaching his assigned classes?

27	1.	less than one	55
60	2.	one to five	32
9	3.	six to ten	0
4	4.	Not at all	13

QUESTIONS 22-28

To what extent did your supervising teacher engage in any of the following additional activities during the time you were teaching his/her assigned classes?

22. Visitation in other classrooms or schools.

7	1.	A great deal	0
34	2.	To some extest	35
50	3.	Not at all	65
9	4.	Don't know	

23. Committee work in the school with pupils and/or staff.

14	1.	A great deal	3
34	2.	To some extent	35
34	3.	Not at all	61
17	4.	Don't know	

24. Research.

0	1.	A great deal	0
20	2.	To some extent	32
41	3.	Not at all	68
39	4.	Don't know	

25. Professional reading or writing.

3	1.	A great deal	0
27	2.	To some extent	42
30	3.	Not at all	58
40	4.	Don't know	

26. Work with staff of school or department.

13	1.	A great deal	3
40	2.	To some extent	58
20	3.	Not at all	39
27	4.	Don't know	

27. Participating in supervision teacher seminars or other in-service activities dealing with Practicum.

6	1.	A great deal	3
11	2.	To some extent	16
54	3.	Not at all	77
29	4.	Don't know	3

28. Assisting the principal or other teachers.

10	1.	A great deal	6
40	2.	To some extent	52
26	3.	Not at all	42
24	4.	Don't know	

QUESTIONS 29-32

To what extent was the time your supervising teacher spent on the following activities changed because of your presence.

29. Teaching

1	1.	Increased a great deal	13
7	2.	Increased to some extent	26
30	3.	Remained about the same	32
49	4.	Reduced to some extent	26
10	5.	Reduced a great deal	3
3	6.	Don't know	

30. Lesson Planning

6	1.	Increased a great deal	23
23	2.	Increased to some extent	39
43	3.	Remained about the same	35
20	4.	Reduced to some extent	3
3	5.	Reduced a great deal	0
6	6.	Don't know	

31. Paper grading

7	1.	Increased a great deal	13
11	2.	Increased to some extent	13
14	3.	Remained about the same	23
29	4.	Reduced to some extent	26
30	5.	Reduced a great deal	26
7	6.	Don't know	

32. Help to individual students

14	1.	Increased a gread deal	26
24	2.	Increased to some extent	52
27	3.	Remained about the same	6
19	4.	Reduced to some extent	16
13	5.	Reduced a great deal	0
1	6.	Don't know	

QUESTIONS 33-37

To what extent did your seuprvising teacher engage in the following activities because of your presence?

33. Planning with you

7	1.	A great many extra hours	13
74	2.	Some extra hours	77
19	3.	No extra hours	10

34. Evaluating your progress and activities

9	1. A great many extra hours	13
67	2. Some extra hours	77
24	3. No extra hours	10

35. Holding casual and/or personal conversations not really a part of Practicum

11	1. A great many extra hours	3
69	2. Some extra hours	68
20	3. No extra hours	29

36. Making additional preparations for teaching

6	1. A great many extra hours	3
41	2. Some extra hours	65
31	3. No extra hours	32
21	4. Don't know	

37. Holding telephone conversations or other conferences with you

1	1. A great many extra hours	0
16	2. Some extra hours	39
80	3. No extra hours	61
3	4. Don't know	

38. What effect has working with Practicum students had on the performance of your supervising teacher?

4	1. Has made him/her a much more effective teacher	16
23	2. Has made him/her a more effective teacher	48
27	3. Has had no effect on his/her teaching	23
1	4. Has made him/her a less effective teacher	0
0	5. Has made him/her a much less effective teacher	0
44	6. I am unable to judge	13

39. What do you think is the attitude of the administration and teachers in the school to which you were assigned about working with Practicum students?

46	1. Agressively seeks	35
24	2. Seek Practicum	29
24	3. Accepts Practicum	26
4	4. Resists Practicum	0
0	5. Refuses Practicum	10
1	6. I am unable to judge	

40. What recommendation would you give your friends about accepting a Practicum assignment in the same school with the same supervising teacher?

61	1.	Accept with enthusiasm	55
17	2.	Accept	42
9	3.	Be neutral	3
7	4.	Try for a different assignment	0
6	5.	Reject the assignment	

41. How much has the college coordinator provided you with help?

66	1.	All the help I felt was necessary	68
20	2.	Most of the help I felt was needed	13
11	3.	Some of the help I felt I needed	13
1	4.	Little of the help I felt was needed	6
0	5.	No help at all	0

42. To what extent have your supervising teacher and/or other school personnel been helpful to you on matters not directly concerned with Practicum?

54	1.	They have gone out of their way to be helpful	58
36	2.	They have helped when asked	39
3	3.	They have not helped	0
7	4.	No such help was needed	3

43. Would you (if you had completed the necessary requirements) accept a student teaching or teaching position if offered for next year in the building which you did your Practicum.

59	1.	Yes	100
24	2.	No, I would not like to teach in this school	
0	3.	No, I have decided not to teach	
6	4.	No, for personal reasons	
11	5.	No, for other reasons	

APPENDIX B

TABLE I

Teacher Group: General Case

TABLE II

Student Group: General Case

GROUP : GENERAL CASE : ALL RESPONSES NUMBER IN GROUP 31

QUESTION	PERCENTAGE RESPONSES TO QUESTIONNAIRE							ATTRIBUTE
	0	1	2	3	4	5	6	
6	0	55	29	16	0	0	0	STUDENT WORK WITH PUPILS
7	3	26	48	13	10	0	0	TEACHER WORK WITH PUPILS
8	0	0	16	52	32	0	0	CONFERENCES HINDER
9	0	6	35	32	13	13	0	RE-TEACHING NECESSARY
10	0	25	52	19	3	0	0	SMALL GROUP INSTRUCTION
11	0	16	32	48	3	0	0	FOLLOW-UP EXAMS
12	3	32	58	6	0	0	0	INDIVIDUAL ATTENTION
13	0	6	42	39	13	0	0	MATERIAL COVERED
14	0	0	19	42	29	10	0	DISCIPLINE
15	3	10	48	29	10	0	0	MOTIVATION
16	0	13	52	35	0	0	0	STUDENT SUPERVISE
17	0	29	58	13	0	0	0	NONCLASS DUTIES
18	0	23	71	6	0	0	0	STU. PROVIDE MATERIALS
19	3	97	0	0	0	0	0	CONTRIBUTIONS WERE USED
20	0	0	58	42	0	0	0	HOURS STUDENT TAUGHT
21	0	55	42	0	13	0	0	TEACH. AWAY FROM CLASS
22	0	0	35	65	0	0	0	TEACHER DOES VISITATION
23	0	3	35	61	0	0	0	TEACHER DOES COMMITTEE
24	0	0	32	68	0	0	0	TEACHER DOES RESEARCH
25	0	0	42	58	0	0	0	TEACHER DOES READING
26	0	3	58	39	0	0	0	TEACHER OTHER WORK
27	3	3	16	77	0	0	0	PRACTICUM SEMINAR
28	0	6	52	42	0	0	0	TEACHER ASSIST OTHERS
29	0	13	26	32	26	3	0	TEACHING
30	0	23	39	35	3	0	0	LESSON PLANNING
31	0	13	13	23	26	25	0	PAPER GRADING
32	0	25	52	6	16	0	0	HELP TO PUPILS
33	0	13	77	10	0	0	0	PLANNING WITH STUDENT
34	0	13	77	10	0	0	0	EVALUATING STUDENT
35	0	3	68	29	0	0	0	CONVERSATIONS WITH STU.
36	0	3	65	32	0	0	0	ADDITIONAL PREPARATIONS
37	0	0	39	61	0	0	0	PHONE CONVERSATIONS
38	0	16	48	23	0	0	13	TEACHER PERFORMANCE
39	0	35	29	26	0	10	0	ATTITUDE OF OTHERS
40	0	55	42	3	0	0	0	FRIEND ACC PRACTICUM
41	0	68	13	13	6	0	0	COORDINATOR HELP
42	0	58	39	0	3	0	0	TEACHER HELP STUDENT
43	0	100	0	0	0	0	0	ACCEPT IN FUTURE

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GROUP : GENERAL CASE : ALL RESPONSES NUMBER IN GROUP 70

QUESTION	PERCENTAGE RESPONSES TO QUESTIONNAIRE							ATTRIBUTE
	0	1	2	3	4	5	6	
6	0	74	11	10	4	0	0	STUDENT WORK WITH PUPILS
7	0	6	9	49	11	9	17	TEACHER WORK WITH PUPILS
8	1	0	4	39	53	3	0	CONFERENCES HINDER
9	0	1	13	41	37	3	4	RE-TEACHING NECESSARY
10	0	20	33	41	1	0	4	SMALL GROUP INSTRUCTION
11	3	6	16	49	1	0	26	FOLLOW-UP EXAMS
12	0	27	46	14	4	0	9	INDIVIDUAL ATTENTION
13	0	11	29	53	3	0	4	MATERIAL COVERED
14	0	1	24	54	9	0	11	DISCIPLINE
15	0	4	64	21	1	0	9	MOTIVATION
16	1	9	33	57	0	0	0	STUDENT SUPERVISE
17	0	56	41	3	0	0	0	NONCLASS DUTIES
18	0	14	70	13	3	0	0	STU. PROVIDE MATERIALS
19	1	83	1	3	11	0	0	CONTRIBUTIONS WERE USED
20	0	3	49	49	0	0	0	HOURS STUDENT TAUGHT
21	0	27	60	9	4	0	0	TEACH. AWAY FROM CLASS
22	0	7	34	50	9	0	0	TEACHER DOES VISITATION
23	0	14	34	34	17	0	0	TEACHER DOES COMMITTEE
24	0	0	20	41	39	0	0	TEACHER DOES RESEARCH
25	0	3	27	30	40	0	0	TEACHER DOES READING
26	0	13	40	20	27	0	0	TEACHER OTHER WORK
27	0	6	11	54	29	0	0	PRACTICUM SPECIAL
28	0	10	40	26	24	0	0	TEACHER ASSIST OTHERS
29	0	1	7	30	49	10	3	TEACHING
30	0	6	23	43	20	3	6	LESSON PLANNING
31	1	7	11	14	29	31	7	PAPER GRADING
32	1	14	24	27	19	13	1	HELP TO PUPILS
33	0	7	74	19	0	0	0	PLANNING WITH STUDENT
34	0	9	67	24	0	0	0	EVALUATING STUDENT
35	0	11	69	20	0	0	0	CONVERSATIONS WITH STU.
36	0	6	41	31	21	0	0	ADDITIONAL PREPARATIONS
37	0	1	16	80	3	0	0	PHONE CONVERSATIONS
38	0	4	23	27	1	0	44	TEACHER PERFORMANCE
39	0	46	24	24	1	0	1	ATTITUDE OF OTHERS
40	0	81	17	9	7	6	0	FRIEND ASS PRACTICUM
41	1	66	20	11	1	0	0	COORDINATOR HELP
42	0	54	36	3	7	0	0	TEACHER HELP STUDENT
43	0	59	24	0	6	11	0	ACCEPT IN FUTURE

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